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ABSTRACT

This book describes the results of film study of every day events in day care. It focuses on teacher and child behavior as they interact at meals, naps, and play, and proposes that minute examination of what actually happens to children in specific situations is necessary to identify the kinds of positive behaviors caregivers want to build on, as well as to help them identify the negative behaviors they need to avoid in children's day care experience. Following a brief introduction to changing demand for group child care, chapter 1 provides a rationale for the use of film in this exploration and outlines the chapters in the book. Chapter 2 then lays out the background and structure of the day care environment, covering topics such as space, curriculum, time, and routines. Chapter 3 discusses the abilities of young children to control themselves, learning through rhythm, repetition, and imitation. Chapters 4 and 5 deal with the ways in which communication is learned in the early years, discussing topics such as hair pulling, biting, and crying. The sixth chapter examines the variety of adult values that are transmitted by interactions between teachers and children in day care by comparing a suburban center and an urban center. Chapter 7 provides an infant-toddler teacher's perspective with a description of the teacher's understanding of what constitutes good care and her feelings about her work. Chapter 8 is a general discussion of how children learn, and covers cognitive, social, and emotional learning. Contains 32 references. (TJQ)

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